International Vocational Teacher Education
CURRICULUM AND STUDY GUIDE 2010 - 2011

Contents

Continuous Development and the Vocational Teacher

The HAAGA-HELIA School of Vocational Teacher Education is founded on the belief that teaching is continuous development of one's competences and work environment.

Perhaps you are entering the vocational teacher education program as a new teacher or with many years of experience. Maybe you have not taught at all or you conduct training within a company. The participants in the teacher education program not only bring along teaching experience, but also many kinds of work experience, as well as competence and expertise from different fields. As a result of the different backgrounds of the participants, the vocational teacher education studies take on a slightly different path for each individual.

It might be the case that you have clear wishes with regard to your studies, which have become apparent to you in your teaching, and which you wish to investigate further. On the other hand, you can begin studies with an open mind to search for your teacher identity. In the beginning of the studies, together we will look at which matters are important for you and your workplace and what you wish to develop during your studies. This inquiry will form the basis of your personal development plan or PDP. With the aid of assignments and the PDP, each participant's study path is customized both in terms of content and activity.

In order to develop work and learning, students will become familiar with the approach and methods of developmental research. In their developmental projects, students are expected to research and develop their own work in relation to vocational education and the demands of the world of work.

The Structure of the Program in Vocational Teacher Education (60 cr)

The pedagogical studies consist of the basic studies in pedagogy (10 cr) and studies in vocational pedagogy (50 cr), which includes teaching practice. A developmental project is included in the program.

The Principles of Guidance Counseling and Collaboration

In the beginning of studies, students are divided into teams. Team formation is determined on the basis of such things as a common workplace, the same teaching field or level, place of residence or common interest such as:

• Guidance counseling competence
• Organization and networking competence

- Research and development competence
- Entrepreneurial spirit
- Diversity
- The teacher's authority and ethics
- Creative practices

The team plans, implements and assesses its learning together as well as guides the progress of its members' studies. The team has relative freedom to organize its studies and internal collaboration. In order to strengthen its activity, the team is to complete its own development plan, known as a Team Development Plan (TDP).

Every student and team will be assigned guidance counselors from the teaching staff at HAAGA-HELIA School of Vocational Teacher Education. If you have questions concerning studies or your studies get delayed or interrupted, always first contact your guidance counselors. You may have a different guidance counselor for each study unit, since one teacher is not in charge of all units. The purpose of guidance counseling and teamwork is to support your studies, and in this manner, also the development of your work environment. However, completion of studies in accordance with the Personal Development Plan (PDP) is ultimately your responsibility.

Team Work

In practice, the aim of the team is:

- to inspire and encourage learning
- to make its own Team Development Plan (TDP)
- to support its members in the progress of their studies
- to complete assignments together (where applicable)
- to observe teaching and counseling situations of its members
- to participate in the teaching practice of its members and in the planning, implementation and assessment of each other's developmental projects
- the team can also decide to conduct a joint developmental project

Distance and Online Study

The online learning platform Opit is used for working on assignments as well as for sharing and developing perspectives related to the teacher's work. Part of the learning materials, instructions and feedback is available on Opit. Also other online tools are utilized. Meetings take place in Adobe Connect Pro or Skype and a wide range of social media solutions is used. In addition to developing the content of studies, the purpose of online study is to develop general internet skills, such as learning to technically command the platform, improving virtual communication skills and interacting in an expert network.

International Exchange

Students have the opportunity to complete part of their vocational teacher education studies in an international exchange. The exchange is to be agreed upon with your guidance counselor and documented in the Personal Development Plan (PDP).

Plagiarism

Plagiarism is a punishable offence. The consequences of plagiarism (e.g., cheating on a test, copying another person's work, direct copying of another person's work without appropriate mention of the author, or other similar forms of plagiarism) are failure of the test

or assignment. The unit in question will be marked as failed and the student must retake the unit from the beginning. Plagiarism is marked in the student's grade transcript.

Credit Transfer for Pedagogical Studies Completed Earlier

The student who has earlier completed university-level basic studies in pedagogy can apply for transfer of credits. Also other prior studies and informally gained competence can be credited according to the Acknowledgement of Prior Learning process. These matters are discussed between the student and his/her guidance counselor in PDP discussions.

Studies in the Vocational Teacher Education Program

1. **Identifying Competence and the Development Plan 5 cr**
   This unit covers all the competence areas.

2. **Introduction to Pedagogy 10 cr**
   This unit gives a theoretical background in Basic Studies in Pedagogy.

3. **The Vocational Teacher as a Guidance Counselor, Teaching Practice 20 cr**
   This unit concentrates on the development of guidance counseling and teaching for vocational teachers.

4. **The Organizations and Networks of the Vocational Teacher 10 cr**
   This unit concentrates on the development of organizations and networks for vocational teachers.

5. **Researching and Developing Vocational Education 15 cr**
   This unit concentrates on research and development competence.

Learning assignments for the units

1. Unit: Identifying Competence and the Development Plan

1A Becoming Acquainted with the Curriculum
1B Identifying and Analyzing One's Own Competence
1C Identifying the Competence and Development Needs of One's Workplace
1D PDP and TDP: Personal and Team Development Plans

2. Unit: Introduction to pedagogy

2A Orientation
2B The History and Philosophy of Learning
2C Contemporary Discussions on Education and Society
2D Personal Development Theories, Life Span and Educational Possibilities
2E Capability Development in VET

3. Unit: The Vocational Teacher as a Guidance Counselor, Teaching Practice

3A Teaching and Learning (introduction)
3B Plan for a Teaching and Guidance Counseling Thematic Unit
3C Implementation and Assessment of a Teaching and Guidance Counseling Thematic Unit
3D Follow-Up and Assessment of Other Teachers' Teaching and Guidance Counseling
3E Collaborative Exercises
3F Comprehensive Reporting and Debriefing Teaching Practice

4. Unit: The Organizations and Networks of the Vocational Teacher

4A Learning at Work (introduction)
4B Study Circle 4C Organization and Network Analysis
4D Joint Debriefing in an Organization and Network Forum
4F Regulations Concerning Vocational Education and Teachers

5. Unit: Researching and Developing Vocational Education

5A Toward a Research-Oriented Approach
5B Project Plan
5C Project Implementation
5D Assessment of Vocational Teacher Competence and the Developmental Portfolio

Competence Areas for Vocational Teachers

Competence of vocational pedagogy is divided into three areas:

- Guidance counseling competence
- Organizational and networking competence
- Research and development competence

Developing and Assessing Competence

The pedagogical studies are designed to aid one's professional development and growth. The starting point is vocational teacher competence, which includes knowledge, skills and attitudes. On this basis, together with a guidance counselor, the student draws up a personal development plan (PDP), whose implementation will be followed and assessed in guidance counseling discussions.

The HAAGA-HELIA School of Vocational Teacher Education employs the principle of developmental assessment, which means that activity is assessed, developed and guided simultaneously. Independent study, learning in teams and on the job, and the competence gained from these activities are the topics covered in the ongoing discussion and assessment. The starting points in a discussion are the competence areas for a vocational teacher, the goals set by the student and the studies that support them.

Assessment information is produced through individual and team self-assessment as well as through documenting one's own learning from various perspectives. Self-assessment is focused on one's own or one's team activity, its objectives, its preconditions for activity and outcomes. In team peer assessment, members receive guidance through the comments and feedback of others. With the aid of the team, common understanding of the work teachers do is deepened and developed.

One's own learning is made transparent by compiling assessment information into a developmental portfolio. The developmental portfolio is a multifaceted tool for the research of learning, development and growth. The developmental portfolio is compiled by producing and collecting assessment information, then selecting and organizing it. The developmental portfolio describes one's level of competence.

Additional objects of developmental assessment are the entire teacher education program and the educational environment and networks.

The units are assessed verbally and with pass / incomplete.

PROFESSION AND WORK RELATED COMPETENCE

Guidance counseling competence

Organizational and networking competence
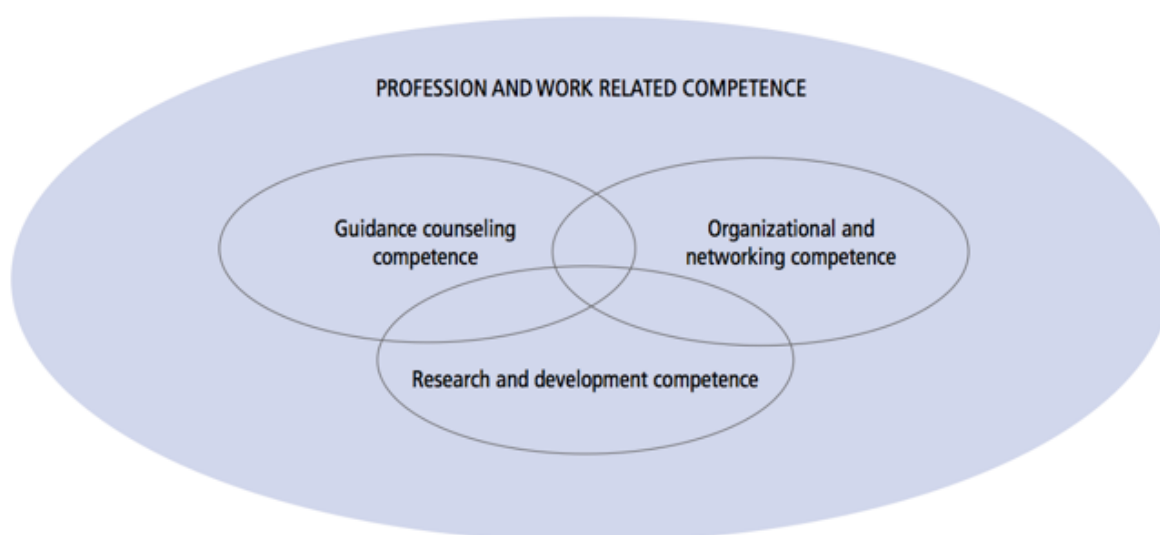
Research and development competence

Figure 1. The Foundations of Activity for the Vocational Teacher

In the following, the vocational pedagogy competence areas are defined in relation to the work environment of the vocational teacher as well as operating modes and processes.

GUIDANCE COUNSELING COMPETENCE

Areas for competence assessment	Criteria for competence assessment		
Counseling in support of vocational processes	Has command of various counseling forms that support vocational development processes.	Utilizes various counseling forms that support vocational development processes.	Can assess and develop various counseling forms and basic principles that support vocational processes in diverse contexts.
Learning styles	Can recognize various learning styles and appreciate them.	Takes different learning styles into account in work.	Takes different learning styles into account and offers support when difficulties arise.
The basic principles of development processes for vocational competence for both individuals and groups; learning and collaboration processes	Understands the basic principles of development processes for vocational development for both individuals and groups.	Utilizes in work the development processes for vocational competence for both individuals and groups.	Can assess and develop different development processes for vocational competence as well as individual and group processes.
Counseling and teaching, individual and group counseling	Understands the differences and commonalities between counseling and teaching, has command of different individual- and group counseling/teaching methods.	Can plan and implement different methods for individual and group counseling and teaching in various contexts.	Can plan, assess and develop new methods for individual and group counseling and teaching.
Interpersonal communication skills, dialogue	Recognizes own interpersonal communication skills with students, has knowledge of different forms of interpersonal communication and recognizes dialogue as an effective means of communication in counseling.	Utilizes different forms of interpersonal communication and dialogue in different counseling situations.	Develops new and different forms of interpersonal communication and dialogue in counseling situations.

ORGANIZATIONAL AND NETWORKING COMPETENCE

Areas for competence assessment	Criteria for competence assessment		
Knowledge of the organization's objectives, participation in the organization's operations and development	Has knowledge of the organization's basic structures and objectives as well as participating in its operations and development through one's own immediate work community.	Has knowledge of the organization's basic structures and objectives as well as participating in its operations and development.	Is able to recognize one's own organization as part of the vocational education system, participating in the development of objectives and activities of vocational education.
Maintaining developmental networks with various actors for work life and vocational competence	Knows the basic principles of network-based development of vocational competence and participates in some networking activity. Has knowledge of the vocational education system and its contacts with work life. Is familiar with the current discussion on development in his/her field.	Maintains and develops developmental networks for vocational competence with various actors. Builds work life relationships within vocational education and participates in the current discussion on development in his/her field.	Builds, develops and maintains developmental networks for vocational competence. Develops new ways of operating in work life networks for vocational education. Builds forums for interpreting and developing one's own field.
Results-oriented collaboration with students, colleagues and various vocational groups.	Participates in collaborative planning of objectives and has knowledge of their theoretical bases. Participates in collaborative networks in his/her own field and educational program.	Participates in the planning of collaboration in the work organization, applying the theoretical principles of collaboration. Participates in collaborative networks in his/her own field and develops them.	Guides collaborative situations in his/her organization and develops collaboration further. Builds new collaborative networks for his/her own field and education program with various actors.
Responsible activity, respecting different cultures and human dignity.	Has knowledge of the legal regulations prescribing his/her activity and acts in accordance. Is aware of multiculturalism and respects it. Knows the principles of sustainable development and promotes them	Participates in the ongoing discussion on the development of legal regulation. Participates in activities that promote multiculturalism.	Develops his/her organization to be responsible and respectful of different cultures and human dignity.

RESEARCH AND DEVELOPMENT COMPETENCE

Areas for competence assessment	Criteria for competence assessment		
Research and development orientation	Concentrates on locating both opportunities and problems in one's own work, researches theoretical and practical ways of operating and produces solutions, evaluating their feasibility, effectiveness and desirability.	Is actively identifying areas for research and development in his/her own work organization as well as producing solutions for others to evaluate.	Critically recognizes and produces solutions through a research and development orientation in purposefully chosen strategic networks.
Following the development of a vocational field and predicting educational needs	Has knowledge of the most important discussions in his/her field and participates in the ongoing discussion.	Is involved in development in networks that anticipate the development needs in his/her vocational field.	Integrates into his/her work the most important development challenges in his/her field and is involved in collaboratively producing solutions with other actors in the field.
Knowledge and application of a research and development orientation in one's own work, vocational field and education program	Knows the tools of development-oriented research, particularly for the development of one's own field.	Utilizes the tools for development-oriented research and develops the operations of one's own work organization with them. Knows how to realistically evaluate the effectiveness of the solutions produced.	Critically applies development-oriented tools with background knowledge of methods and promotes the development of his/her own work organization and field of education. Produces contextually appropriate development concepts and shares them in different forums
Working habits in project-based work	Knows how to analyze his/her own activity according to the basic principles of project management (planning, objectives, timetable, approaches, resources and evaluation) and promotes multi-voice and multiform documentation in the project.	Critically applies the tools resulting from the project work and writing as well as identifies the areas of development in project-based work.	Knows how to choose, from among the tools produced in a project, those tools that support the development of his/her organization and can adapt them to his/her own needs
Student counseling in development tasks in vocational fields	Knows different tools for counseling.	Knows how to select different operative models for counseling situations.	Makes use of a counseling orientation with different tools in different organizational settings in which different development tasks are advanced.

1. Identifying Competence and the Development Plan 5 cr

In this unit, students will produce tools for the analysis of competence as well as the content for the PDP. The PDP brings together the needs of the vocational teacher education program, the student, the school and the world of work.

The unit consists of four parts:

1A Becoming Acquainted with the Curriculum
1B Identifying and Analyzing One's Own Competence
1C Identifying the Competence and Development Needs of Ones Workplace
1D PDP and TDP: Personal and Team Development Plans

These assignments are the starting point of the developmental portfolio process

1A Becoming Acquainted with the Curriculum

The curriculum is the interpretation of what is considered as essential concerning teacher competence. In the curriculum, the basic starting points of the development of vocational pedagogy competence are described. Also the principles of guidance counseling and collaboration are discussed.

The interpretations presented in the curriculum are subject to critical examination. Under what conditions do the interpretations hold true? What kinds of opportunities do they produce?

Read the curriculum (Study Guide) carefully and consider the following questions:

- What kind of competence are vocational teachers expected to possess according to this curriculum?
- What do the competence areas described in this curriculum mean to you as a vocational teacher?
- Do you feel that something essential is missing in the competence areas?
- How do you perceive the guidance counseling practices in the vocational teacher education program?
- What issues in the competence areas and guidance counseling practices raise questions in your mind?

Required reading

The Study Guide

Reporting

Return assignment 1A to your guidance counselor and team as instructed in the **Assignments**-area of our Opit-platform.

1B Identifying and Analyzing One's Own Competence

Write a story about yourself based on your answers to the following questions. You can include mind maps and other visual means.

- My level of education, my professional competence and my current level of vocational teacher competence (cf. the vocational pedagogy competence areas)
- My current work sector and job description
- How did I get where I am?
- What am I good at?

Description of my own identity as a teacher

- My personal development and education challenges in the pedagogical studies
- What are my motives, objectives and expectations with regard to study and learning?
- What do I want to learn and what do I want to learn more about?
- In what area(s) do I particularly want to deepen my knowledge?
- How do my objectives match with the competence areas described earlier?

In order for you to fully participate in the vocational teacher education program, consider:

- What are my resources and time constraints with regard to the studies?
- What expectations do I have concerning guidance counseling, the role of the guidance counselor and networking?
- How do I intend to assess my learning in the studies?

Using literature sources, discuss in your story how they support or challenge your professional development. Clearly indicate your sources in your story and source list, using correct in-text citations and bibliography entries.

Required reading

Auvinen, Pekka. Collaboration Can Achieve Wonders. April 2008. In: Hannu Kotila and Kevin Gore (Eds.). The Changing Role of the Teacher. Haaga-Helia Discussion.

Kotila, Hannu. Mäki, Kimmo. April 2008. The Teaching Profession in the University of Applied Sciences. In: Hannu Kotila and Kevin Gore (Eds.). The Changing Role of the Teacher. Haaga-Helia Discussion.

Note: both articles are from the same book. Download pdf

Reporting

Return assignment 1A to your guidance counselor and team as instructed in the **Assignments**-area of our Opit-platform.

1C Identifying the Competence and Development Needs of Ones Workplace

Get to know the environment in which you work by looking for the strategically important objectives of the organization and the development needs that arise from them. Interpret them in relation to the development processes of the vocational teacher. You can also

complete this assignment in collaboration with your colleagues and/or your team.

Get to know the strategies, development plans and projects of your workplace. Look for issues that are important to you, as well as activities that you can take part in and develop. Interview people involved in such activities. Also remember the following important education policy perspectives: sustainable development, entrepreneurship and multiculturalism.

- What kinds of knowledge, skills and attitudes are required of the vocational teacher in your workplace now and in the future?
- What opportunities for the development of competences does your workplace offer for the vocational teacher?
- How do you match your own development needs as a vocational teacher with those of your workplace?

Reporting

Return assignment 1B to your counselor and team as instructed in the **Assignments**-area of our Opit-platform.

1D PDP and TDP: Personal and Team Development Plans

Draw up your Personal Development Plan (PDP) with regard to the vocational pedagogy competence areas, your own development needs and the development needs of your work organization. In your studies, the effort to develop competence is more important than performance. Make your PDP on the basis of the units presented in this curriculum. This structure provides you with a comprehensive overview of the program. You can use the form template on Opit. You will have PDP discussions with your guidance counselor. These discussions will be carried out in Adobe Connect Pro, Skype, Tokbox or similar webconference media. The PDP is a process that changes throughout the study program. The jointly approved PDP contains:

- The objectives of your study in relation to the competence areas
- The objectives of your study in relation to the units
- The courses of action with which you will achieve your objectives
- The plan for the development of your competence areas and the assessment of their development

Each team will make its own team development plan (TDP) as agreed with their guidance counselor. The TDP is the joint contract of the team concerning the assignments to be carried out as well as peer guidance counseling and support for the progress of studies. The team should also complete the plan in writing.

Reporting

Return assignment 1D to your guidance counselor and team as instructed in the **Assignments**-area of our Opit-platform.

2. Introduction to Pedagogy 10 cr

In this unit you will become acquainted with

- Questions of general and adult education with respect to philosophy of education
- The role of development phases in one's life span
- The basic pedagogical orientation to VET

The study of Introduction to Pedagogy is implemented in individual and team/pair activities, and the unit consists of five parts:

2A Orientation
2B The History and Philosophy of Learning
2C Contemporary Discussions on Education and Society
2D Personal Development Theories, Life Span and Educational Possibilities
2E Capability Development in VET

2A Orientation

Read the assigned material of Tight (see below). Take brief notes for yourself.

Describe your own history as a learner. Select a few institutions where you used to study/work. Describe and analyze them with concepts presented by Tight. Based on these stories discuss with your fellow student teachers:

- What is learning?
- What do meaningful learning experiences have in common?

Required reading

Tight, M. (2004). Key Concepts in Adult Education and Training. London: Routledge. Available on Google Books.

Reporting

Return assignment 2A to your guidance counselor and team as instructed in the **Assignments**-area of our Opit-platform.

2B The History and Philosophy of Learning

Individual work

Read the assigned material of Curren (see below). Choose 3 articles you find the most interesting to study and the article of Adler: *Knowledge, truth and learning* (pp. 285-304). Take brief notes for yourself.

Consider the following:

- In what ways is your view of knowledge represented in the content you teach and in your work as a teacher?
- Was there something in the text that you found odd or difficult to grasp or understand?

Work in pairs

Each pair chooses one philosophical tradition (pragmatism, existentialism, phenomenology, hermeneutics) and studies it by searching material on the Internet plus other literature and/or using the literature linked below. The pair writes a one page introduction about chosen tradition.

Consider the following questions:

- How would you implement the presented ideas in practice, in curricula and learning situations?
- What kind of critique arises?

Required reading

Curren, R. R. (ed.) (2003) A companion to the philosophy of education. MA: Blackwell Publishing Ltd. Available on Google Books (Philosophy of Education)

Dewey, John (1916). Democracy and Education. Available on Google Books (Pragmatism)

Boyles, Delon Robert (1994). Considering Hermeneutics and Education: Hermes, Teachers, and Intellectualism. (download pdf) (Hermeneutics)

Seetharamu, A. S. (1978), Philosophies of education. Available on Google Books (Existentialism)

Mostert, Willemina. Discovering New Meanings of Pedagogy within the Lived Experience. Available online. (Phenomenology)

Reporting

Return assignment 2B to your guidance counselor and team as instructed in the **Assignments**-area of our Opit-platform.

2C Contemporary Discussions on Education and Society

Follow mass media and some relevant journals for about 7-10 days. Pick up news and articles, which cover learning and education in general or especially in VET and adult education.

- Categorize news and articles according to educational theme or the subject they review.
- Choose one theme/subject and write your own opinion about it and examine what kind of philosophical orientation of education it represents (different philosophical approaches were covered in assignment 2B).

Read at least one research report or article on vocational education, adult education, learning or assessment etc. Argue your selection on the basis of your own oncoming teaching or development activity in the vocational teacher education program. Describe briefly the research, and ponder upon what problem or situation it is trying to solve. Evaluate how the answer orientates your future teaching practice and/or development project plans.

Required reading

Newspapers, magazines, TV Programs

A research report on vocational education, adult education, learning or assessment etc. Full texts of scholarly publications can be found e.g. from http://scholar.google.com.

Reporting

Return assignment 2C to your guidance counselor and team as instructed in the **Assignments**-area of our Opit-platform

2D Personal Development Theories, Life Span and Educational Possibilities

Individual work

Familiarize yourself with three theories of personal/psychological development (see e.g. Erikson, Havighurst and Levinson). Take brief notes for yourself.

Think back your personal life history and the phases it includes. Notice the specific or critical periods in your life span and think over what you have learned in them and what/who has been the main factor for your learning during these periods.

Draw a life span line and locate your *learnings* and *factors* on the line. Explicate your personal development phases on the line.

Work in teams/ pairs

Interpret in teams/pairs your own life span lines in perspective to development theories. Ponder together what kind of educational implications your interpretations might have. Write a team/pair memo of your interpretations (1-3 pages).

Required reading

Quick introduction from web links, more profound in the literature:

http://psychology.about.com/od/theoriesofpersonality/a/psychosocial.htm (Erikson)

http://humangrowth.tripod.com/id3.html (Levinson)

http://www.associatedcontent.com/article/325205/havighursts_theory_of_personality_development.html?cat=9 (Havighurst)

CRAIN, W. C. 1992 (or newer). Theories of development: concepts and applications. Englewood Cliffs, Upper Saddle River: Prentice Hall.

Levinson, D., 1986. The Seasons of Man's Life. Ballantine books. New York

Havighurst, R., 1971. Developmental Tasks and Education, Third Edition. New York. Longman.

Reporting

Return assignment 2D to your guidance counselor and team as instructed in the **Assignments**-area of our Opit-platform.

2E Capability Development in VET

Read the report on the research project *Designing Professional Development for the Knowledge Era* (see below). Take brief notes for yourself.

Produce in teams/pairs suggestions on how learning and instruction should be organized and implemented at your educational institutes or work places, keep in mind the concepts: *expert centered*, *work based* and *life based learning and activities*. (see below Staron et al.)

Required reading

Staron, Jasinski, Weatherley (2006). Life Based Learning - A strength based approach for capability development in vocational and technical education. (download pdf)

Reporting

Return assignment 2E to your guidance counselor and team as instructed in the **Assignments**-area of our Opit-platform.

3. The Vocational Teacher as a Guidance Counselor, Teaching Practice 20 cr

This unit concentrates on the development of teaching and guidance counseling competence as well as handling different kinds of learners. Teaching and guidance counseling is examined from the perspectives of planning, implementation and assessment. The work of the vocational teacher is understood in broad terms in this section. Therefore, in practice the following implementations might apply:

- Collaborative projects between education and the world of work
- Different teaching and counseling situations
- On-the-job learning, degrees based on skills demonstration, guidance counseling and assessment at the workplace that are linked to vocational skills demonstration and work practice
- The organization and implementation of events most essential from a pedagogical development perspective

The foundations for teaching and guidance counseling are:

- Current views of professional skills and professional skill requirements
- Current views of knowledge, learning and the learner
- The challenges set by society, the the world of work and changing business activities and their impact on vocational competences

The unit consists of six parts:

3A Teaching and Learning (introduction)
3B Plan for a Teaching and Guidance Counseling Thematic Unit
3C Implementation and Assessment of a Teaching and Guidance Counseling Thematic Unit
3D Follow-Up and Assessment of Other Teachers' Teaching and Guidance Counseling
3E Collaborative Exercises
3F Comprehensive Reporting and Debriefing Teaching Practice

In the unit you will develop both your basic competence for teaching and guidance counseling as well as your skills for researching and developing teaching and guidance counseling. You will also test and examine the feasibility of your own views and skills in practice-based situations.

The unit can be planned and carried out in collaboration with colleagues and/or team members. Keep in mind your own PDP goals, and hey, remember that this units forms an essential part of you developmental portfolio!

3A Teaching and Learning (introduction)

Individual work

Compare different teaching-learning theories using the following criteria: Make a chart like the one below in which you define each theory briefly using simple key words. Try to find the essential differences between the different theories.

	Behaviorist	Humanist	Cognitive	Constructivist	Socio-cultural
What is learning?					
Where are teaching objectives derived from and how are they expressed?					
What is student motivation based on?					
Perspective of knowledge					
How does teaching proceed?					
What kinds of teaching methods are favored? How are they selected?					
How and on what basis are the learning outcomes assessed? Who does the assessing?					
Advantages					
Critique, need for improvement					

Team meeting

Discuss about different learning theories based on table 1. Add and make corrections to the table.Plan together a small teaching-learning situation (15 mins) from a topic of your choice in a vocational context and make use of one of the learning theories. Consider the criteria to be used when evaluating and plan the evaluation.

Required reading

Sfard, A. (1998). On two methaphors for learning and dangers of choosing just one. Educational Researcher 27 (2), 4-13. Download pdf.

How people learn: Brain, Mind, Experience and School. (2000). National Research Council. Chapters: *Learning: From speculation to science*, *Learning and transfer*, *Mind and brain*, *The design of learning environments*, *Teacher learning*. National Academy Press. (Available online, note that links to required chapters can be opened from the right margin).

About constructivism e.g. http://www.google.com with the key words: constructivism education.

About socio-cultural view of learning also e.g. http://www.google.com with the key words: socio-cultural education.

About behaviorism e.g. http://www.google.com with key words: behaviorism education.

On Google you will find also other learning theories. E.g. http://www.cal.org/crede/ is about cultural diversity.

Reporting

Return assignment 3A to your guidance counselor and team as instructed in the **Assignments**-area of our Opit-platform.

Teaching Practice 3B-3F in a nutshell

Planning

- The thematic unit to be chosen should form a coherent and pedagogically sound entity, the extent of which is 1-3 credit points according to the situation.
- Literature is to be utilized in making the plan.

Implementation

- The amount of your own reported teaching should be 20 hours, which generally means 6-10 teaching sessions; part of the teaching, depending on the situation, can be something other than what is planned for the thematic unit; teaching can be understood in broad terms, that is, different counseling and work life training assignments can be considered teaching.
- You have to have feedback for each reported session, either by your team members, your colleagues or your guidance counselor Guidance counselors give feedback on 1-2 session (videos!)

Observation

- Each student is to report 20 hours of teaching observation, 6-10 sessions.
- Team members are to observe each other's teaching; these situations are to be reported in an agreed manner.

Comprehensive report

- Teaching Practice is reported in developmental portfolio. Include plans, own reflections and the feedback you get from others. Discuss using literature sources in your report.

Required reading for 3B-3F

Savery John, R. Spring 2006.Overview of Problem-based Learning: Definitions and Distinctions. The Interdisciplinary Journal of Problem-based Learning, volume 1, no. 1. Download pdf.

Nissilä, Pia & Lairio, Marjatta. Multicultural counselling competencies –Training implications for diversity-sensitive counselling (p.203). In: Launikari, Mika and Puukari, Sauli. 2005. Multicultural Guidance and Counselling – Theoretical Foundations and Best Practices in Europe. Download pdf

Constructivism, a Linklist http://carbon.cudenver.edu/%7Emryder/itc_data/constructivism.html

Maaninka T. & Rossi, T. 2008. An experiment in Teaching Methods for Collaborative Teaching. In: Hannu Kotila and Kevin Gore (Eds.). The Changing Role of the Teacher. Haaga-Helia Discussion. Download pdf (this book was also used in Unit 1).

Terry Anderson. 2008. The Theory and Practice of Online Learning. http://www.aupress.ca/index.php/books/120146 (click on the tab eBook, there is a link for a free download).

Impact of ICT on Education in Nordic Countries. © E-learning Nordic 2006. E-learning Nordic 2006 is a partnership between the Finnish National Board of Education, the Swedish National Agency for School Improvement, the Norwegian Ministry of Education and Research, the Danish Ministry of Education, and Ramboll Management. Download pdf.

Engeström, Y. From learning environments and implementation to activity systems and expansive learning. Download pdf.

Jahnukainen M. Two Models for Preventing Students with Special Needs from Dropping out of Education in Finland. Eur. J. of Special Needs Education, Vol. 16, No. 3 (2001), pp. 245–258.

Karjalainen, A., Alha, K., Jutila, S. 2006. Give me Time to Think. Determining Student Workload in Higher Education. A Practical Guide for Teachers and Curriculum Designers. Oulu University Press. Download pdf.

Feig, Andrew L. 2004. Challenge your Teaching. Nature Publishing Group. Download pdf.

Trigwell and Prosser. Development and Use of Approaches to Teaching Inventory. Educational Psychology Review, Vol. 16, No. 4, December 2004

3B Plan for a Teaching and Guidance Counseling Thematic Unit

Analyze the work of a teacher from the following perspectives:

- What is your workplace like? Make a model of it (cf. assignments 1B and 1C).
- What is your knowledge and understanding of your workplace based on?
- What aspects in the workplace influence the choices you make as a vocational teacher?
- What are your own development goals?

As the object of your plan, choose a thematic unit in which teaching and guidance counseling can be implemented and you can take part in. The thematic unit to be chosen should form a coherent and pedagogically sound entity, the extent of which is 1-3 credit points according to the situation. Take risks, experiment and feel free to develop new solutions. Make use of the expertise of others in a purposeful way.

In particular, consider the following:

- What kind of profession(s) or work are your current and future students educating themselves for?
- What kind of competences does command of the profession, work or business activity that you describe demand?
- What kind of curriculum is behind the studies and what kinds of demands does it place on the teacher?

- How does the thematic unit relate to other thematic units?

- What is the aim of the studies?

- What perspectives is the content of the thematic unit examined from (practice, scientific field, subject)?

- For what reason?

- What kind of expertise (fields of knowledge) should the thematic unit content include?

Share your thoughts on the above questions with your team at an agreed time. Draw up a concrete plan based on the answers to the aforementioned questions. Add to your plan the time schedules for guidance counseling and teaching, the objectives and courses of action that will lead to the objectives. Also describe the learning environments with which you will help students achieve the objectives.

Required reading for 3B-3F, see section Teaching Practice in a nut shell

Reporting

Return assignment 3C to your guidance counselor and your team as instructed in the **Assignments**-area of our Opit-platform.

3C Implementation and Assessment of a Teaching and Guidance Counseling Thematic Unit

With your guidance counselor, agree on the implementation and schedule of the plan at an early stage. Carry out the teaching and guidance counseling of a thematic unit in accordance with the plan and gather various kinds of feedback on your own development and the development of the thematic unit. The amount of your own teaching should be minimum 20 hours, teaching can be understood in broad terms, that is, different counseling and work life training assignments can be considered teaching.

It is suggested that your team members attend at least some of your sessions. Before such a session send well in advance a brief description of the session to be observed (more detailed instructions will be given in the **Assignments**-area of Opit):

The exact time and place of the lesson as well as the best means to get there, and parking places

- What? Title for the session and its content

- Who? Describe whom it is meant for?

- How? Describe the methods.

- Why? Justify the purpose of the session.

Make a video of one or two sessions of the thematic unit you have chosen. Edit the video with the highlights of the session(s) and upload for your guidance counselor(s) and fellow students to watch and assess (more detailed instructions on where? and how? will be given in the **Assignments**-area of Opit). You may also ask your colleagues and students to observe and assess your thematic unit sessions. The sessions under observation can take other forms than the teaching and counseling situations in this module.

Consider on the basis of the assessments given for the thematic unit, what was learned or how did it help those who were in need of guidance counseling? What did you do well?

What should you have done differently? Also give some consideration to your own learning. Attach the plan for the teaching and guidance counseling of the thematic unit as well as your compilation of assessment to your developmental portfolio.

More detailed matters concerning the implementation are to be discussed with your guidance counselor in the PDP discussions.

Required reading for 3B-3F, see section Teaching Practice in a nut shell

Reporting

Return assignment 3C to your guidance counselor and team as instructed in the **Assignments**-area of our Opit-platform.

3D Follow-up and Assessment of Other Teachers' Teaching and Guidance Counseling Sessions

Observe different guidance counseling and teaching sessions given by your team members and/or colleagues. You can also get familiar with other educational cultures and work training sessions. Give feedback and include it also in your developmental portfolio.

You should observe the minimum of 20 hours, which generally means 6-10 teaching sessions

Required reading for 3B-3F, see section Teaching Practice in a nut shell

Reporting

Return assignment 3C to your guidance counselor and team as instructed in the **Assignments**-area of our Opit-platform.

3E Collaborative Exercises

During the program, collaborative exercises will be organized in which you will get to know and test out new teaching and guidance counseling methods.

More detailed info on Collaborative Excercises will be in the **Assignments**-area of our Opit-platform.

Required reading for 3B-3F, see section Teaching Practice in a nut shell

3F Comprehensive Reporting and Debriefing Teaching Practice

The different parts of Teaching practice are covered on line and at workplaces. Gather together all parts 3A-3E and attach them to your developmental portfolio. Include also a reflection of your own development during Teaching Practice.

More detailed info on Debriefing will be in the **Assignments**-area of our Opit-platform.

Required reading for 3B-3F, see section Teaching Practice in a nutshell

4. The Organizations and Networks of the Vocational Teacher 10 cr

This unit concentrates on the development of organizations and networks competence.

The unit consists of five parts:

4A Learning at Work (introduction)
4B Study Circle
4C Organization and Network Analysis
4D Joint Debriefing in an Organization and Network Forum
4E Regulations Concerning Vocational Education and Teachers

The main concepts that will be covered are the learning community, the learning organization, the intelligent organization, pedagogical leadership, competence leadership, shared leadership, shared expertise and customer-centered and student-centered approaches. Regulations concerning vocational education and teachers are also discussed in this unit.

The unit will be implemented by completing assignments. When completing the assignments, keep in mind your PDP goals. And remember that this work is part of your developmental portfolio process.

4A Learning at Work (introduction)

Theoretical background

Familiarize yourself with Etienne Wengers's concept of "Communities of practice".

Write an essay on how you would implement the presented ideas in practice, in curricula and learning situations? What kind of critique arises?

Required reading

http://www.ewenger.com/theory/index.htm, more detailed:

Wenger, E. (1998). Communities of Practice. Learning, Meaning and Identity. Cambridge: Cambridge University Press. Parts of the book are available on Google Books.

Practical aspects

Get to know and write up some notes on how the following have been implemented in your school.

- Links between the world of work/society and education. Give   concrete examples on the relationship.
- Vocational teachers often say that education should be based on the needs of the world of work. How can this aspect be seen in practice in your school?
- Find out e.g. through curricula and by interviewing colleagues:
- How is work placement or on-the-job learning organized in your school?
- What kinds of objectives have been set for these periods?

- How is learning supported?
- How is learning evaluated?
- What kind of learning is promoted?
- How is diversity acknowledged in the work place and among students?

Required reading

Virtanen, Anne & Tynjälä Päivi. 2008/2. Students' experiences of workplace learning in Finnish VET (case study). European journal of vocational training, no. 44. Download pdf

Reporting

Return both parts of assignment 4A to your guidance counselor and team as instructed in the **Assignments**-area of our Opit-platform.

4B Study Circle

Required reading is processed in a Study Circle (more about study circles in a Wikipedia article).

Steps

- Each member of the team reads one article (see required reading list) and writes a summary of it, other members of the team read this presentation
- Team members meet in Skype to discuss the article and write afterwards a memo of the meeting OR team members comment the presentation in writing e.g. in a blog
- After all the articles are covered, a reflection on the study circle process as a whole is submitted.

More detailed instructions will be provided in the **Assignments**-area of our Opit-platform.

Required Reading

Alasoini, Tuomo. March 5th-7th 2008. Building Better Programmes – Learning Networks in the Promotion of Workplace Innovation. "Insightful encounters, Regional Development and Practice-based Learning". Conference on Regional Development and Innovation Processes. Download pdf

Konkola, Riitta. Lambert, Pirjo. Ludvigsen, Sten. Terttu Tuomi-Gröhn. Promoting Learning and Transfer Between School and Worplace. Journal of Education and Work. Vol. 20, no. 3, July 2007, pp. 211-228. Download pdf

NOTE Author Posting. (c) Taylor & Francis, 2007. This is the author's version of the work. It is posted here by permission of Taylor & Francis for personal use, not for redistribution. The definitive version was published in Journal of Education and Work, Volume 20 Issue 3, July 2007. doi:10.1080/13639080701464483 (http://dx.doi.org/10.1080/13639080701464483)

Auvinen, Pekka. April 2008. Collaboration Can Achieve Wonders. In: Hannu Kotila, Kevin Gore (Eds.). The Changing Role of the Teacher. Haaga-Helia Discussion. Download pdf (This book was also used in previous units, so you might already have dowloaded it)

Miettinen Reijo & Peisa, S. 2002. Integrating School-based Learning with the Study of Change in Working Life: the alternative enterprise method. Journal of Education and Work, Vol 15, No. 3. Download pdf

Gruber, H., Lehtinen, E., Palonen, T., & Degner, S. 2008. Persons in the Shadow: Assessing the Social Context of High Abilities. Psychology Science Quarterly, Volume 50, pp. 237-258. Download pdf

4C Organization and Network Analysis

After having read the literature, the team should make organization and network analyses of chosen organizations. The analyses will be carried out by conducting interviews, using documents and reflecting on the articles processed in the Study Circle.

In the analyses, the organization and networking habits are to be analyzed and modeled. On the basis of these analyses, the team should consider what kind of organization and networking competence teachers need.

Basic questions in the analysis:

1. Describe the relationships of the networks. Are the networks

 • two channel networks?

 • multiple channel collaborative networks?

 • personal contact networks that include organization objectives?

 • How can the networks be identified as such? What characterizes them?

2. Describe the benefits of the networks

 • Benefits related to effectiveness?

 • Benefits related to growth of activity and improved competitive position?

 • Benefits related to the development of competence?

3. Describe learning and activity in the networks

 • The interaction between members in the network, its forms and habits?

 • Trust and the general working environment?

 • The common goals, vision, language, and commonly agreed working habits?

 • The ability to use meta skills (evaluative reflection of the activity, combining competence, creating new competence)?

 • Is the infrastructure conducive for the sharing of knowledge?

 • Leadership and guidance counseling in the networks?

 • Learning and operational challenges in the networks?

 • Development of the networks?

Reporting

Return assignment 4C as instructed in the **Assignments**-area of our Opit-platform.

4D Joint Debriefing in an Organization and Network Forum

Organization and network forums will be organized:

- To debrief the reports completed by teams along with their organization and network analyses.
- To generally cover the topic of vocational education as part of a networking society.
- To cover theories and techniques concerning networks and organizational competence.

More detailed Instructions are given in the **Assignments**-area of our Opit-platform.

4E Regulations Concerning Vocational Education and Teachers

We'll get familiar with

- the system of vocational education in Sweden and some other countries
- teacher qualifications in Sweden
- curricula guidelines for vocational education in Sweden

Required reading will be specified in the **Assignments**-area of our Opit-platform.

5. Researching and Developing Vocational Education 15 cr

This unit will cover the development activity that educational institutions conduct separately and together with the world of work. The focus of investigation is the importance of development activity and multiform education in educational institutions and companies. In particular, emphasis is placed on projects as a part of change in educational institutions and work organizations as well as their role in regional development for vocational education. In order to develop work and learning, the approaches and methods of developmental research will be examined.

The student conducts the developmental project through networking according to need (e.g., the networks at one´s own work organization, student teams, possible MKFC projects). The purpose is to identify noteworthy developmental challenges, to form meaningful objects of learning and to create functioning solutions. The project highlights the relationships between research and development and vocational education and the world of work.

This unit aids the vocational teacher in deepening her/his role as a researcher and developer. In conducting the developmental project for vocational education and/or the world of work, the teacher carries out practice-based development assignments.

The unit consists of four parts:

5A Toward a Research-Oriented Approach
5B Project Idea and Plan
5C Project Implementation
5D Assessment of Vocational Teacher Competence and the Developmental Portfolio

5A Toward a Research-Oriented Approach

The aim of research-oriented approach is to get acquainted with developmental research and inquiry, and to support the kick-off and the implementation of a developmental project included in vocational teacher education studies.

Choose individually or as a team a role or a perspective from which you examine the literature and other readings and materials of the assignment. For instance you can take one of the following roles/perspectives

"I am/we are starting to make a development project for vocational teacher education studies. How to find out a relevant approach, data and tools?"

"I am/we are a partner of a R&D-project in an institute/organisation. How should I/we proceed? Where to get reasonable tools etc. ?"

"I/we want to examine my/our own classroom activity. What does it mean to be a teacher, who researches her/his own work? How to get fresh viewpoints and applicable methods?"

Read the literature and other materials.

Think over the following questions:

• What are the typical features of scientific knowledge formation?

- What do you think a development-oriented research is?

- What kind of views the unit literature and other materials offer for understanding a re-search-oriented approach and the role/perspective you chose?

- What kind of answers do you still have to find out?

Required reading

PATTON, M. Q. 2002. Qualitative research and evaluation methods. 3. painos. Thousand Oaks: Sage. Available on Google Books

Davydd Greenwood, Morten Levin (1998) Introduction to Action Research: Social Research for Social Change. Thousand Oaks, California, Sage Publications, Inc or other books/articles on Action Research (to be announced later)

Reporting

Write an essay (2-4 pages) including your answers to the questions above. More detailed instructions are given in the Assignments-area of our Opit-platform.

5B Project Idea and Plan

Connect your developmental project to actual development needs in your work environment. Sample topics could be the expert communities of the educational organization, the planning of teaching on various levels, processes of the bachelor's thesis, variously defined working life contacts, entrepreneurship, on-the-job learning and competence displays as well as use of IT. The topic and objective of development is also dependent on your own development needs.

Make a concrete project plan.

Reporting

Discuss the project ideas and plans in your team. More detailed instructions are given in the Assignments-area of our Opit-platform.

5C Project Implementation

Reserve enough time in order to fully carry out the project. Your project can also be part of a project that does not start or finish during your period of vocational teacher education studies.

Make a report about the project according to the project plan and also write a summary (abstract). Gather together the various texts written in the project, publications and the summary and put them into your developmental portfolio. The project reporting can take on other forms than writing. The form of the reporting is to be discussed with with your team members and your guidance counselor.

Reporting

More detailed instructions are given in the **Assignments**-area of our Opit-platform.

5D Assessment of Vocational Teacher Competence and the Developmental Portfolio

Assess your competences throughout your studies. The assessment is to be based on the vocational pedagogy competence areas. Attach these evaluations as part of your developmental portfolio.

Compiling the developmental portfolio:

- Assess how well objectives and courses of action set in the PDP and TDP were met.
- Gather together all of your learning assignments, assessments and all other materials for promoting the development of your competences.
- Prepare your materials into a presentable form.
- Your compiled work will be examined, analyzed and assessed in your team.
- On the basis of the aforementioned, you are to put together a developmental portfolio, which will serve as a display for your competences.

Reporting

More detailed instructions are given in the **Assignments**-area of our Opit-platform.